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ABSTRACT

An evaluation was made of a programmed course "A Self Study Course for Adult 4-H Leaders" from Colorado State University, to determine if leaders would complete a self-study program in lieu of county training meetings. Seventeen leaders completed evaluation forms and the lessons. The study results are presented in 10 chapters: Why 4-H?; Planning the 4-H Program; The 4-H Club Meeting; Learning Experiences; 4-H Teaching Methods; How to Grow Up; Motivations of Youth; Parent Cooperation; 4-H in the Community; and Resources to Help You. The responses of the leaders to specific questions are tabulated. Recommendations of the leaders were: (1) Add local county situations ideas and information; (2) Add more specific solutions to various problems that leaders encounter; (3) Change the programmed format; and (4) Use self-study course in present form. Two appendixes present the Evaluation Sheet and Lesson enclosures. (DB)

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Self Study Course for

ADULT 4-H LEADERS

Produced by the Human Factors Research Laboratory – Colorado State University

A PILOT STUDY BY SECOND YEAR 4-H LEADERS IN SIBLEY COUNTY, MINNESOTA, 1971

Evaluation Report by

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Background and Purposes of the Study

Some of the 4-H leaders in Sibley County have completed successfully a home study correspondence course written by Marian Larson. The leaders appreciated the opportunity to work on these lessons at home and preferred this to attending a series of leader training meetings.

Minnesota purchased a number of "A Self Study Course for Adult 4-H Leaders" from Colorado State University. The Minnesota 4-H staff wanted to evaluate the programmed study course to determine if leaders would complete a self-study program in lieu of county training meetings. The agents and leaders from Sibley County were interested in a proposed pilot study. One or more leaders (at least in their 2nd year as 4-H leader) from each of the 16 clubs in Sibley County participated in the study.

Methods of Evaluation

Mrs. Phyllis Worden developed an evaluation sheet for each chapter (appendix A). George Schwartz sent leaders a brief enclosure note (appendix B) check sheet weekly showing who had returned forms and the next lesson form. Completed evaluation forms were returned to the county office. Some leaders submitted lessons regularly, but others took more time. The evaluation started in October and ended in January.

Participants attended a leadership dinner at the end of the course.

The leaders who completed the course are: Mr. and Mrs. Earl Dammann, Mr. and Mrs. Sam White, Mr. and Mrs. Orville Larson, Mrs. Don Strobel, Mrs. Keith Muck, Mr. and Mrs. Claus Sieh, Mrs. Ira Kahle, Mrs. Orlando Hillmann, Mr. and Mrs. Kenneth Voss, Mrs. Jerome Nordlund, Mrs. Harvey Wendt, Mrs. Leland Haefs, Mrs. William Wietzke, Mr. Mike Kauffmann, Mr. and Mrs. Martin Gruenhagen, and Mrs. Waldo Sprengeler.

PROFILE OF SIBLEY COUNTY 4-H LEADERS
WHO PARTICIPATED IN PILOT 4-H LEADER STUDY, 1971

There were 17 leaders who completed the data sheet.

Age of leaders

1	25 and under
0	26-35
8	36-40
5	41-45
2	46-50
1	no reply

In a national study in 42 states, two-thirds of the leaders were between 36 and 55 years old.

Place of residence

Fifteen of the 17 leaders listed farm (with more than half income); one listed farm (less than half income); and one listed town, 2,500 or less. This is typical for 4-H leaders in a rural county. Only one Sibley County leader had moved into his house in the last 5 years. Other leaders had lived in their present homes from 8 to 25 years with an average of 16 years. In the national study, 81 percent had not moved into their houses in the last 5 years. However, one out of five Americans move every year.

4-H membership

Thirteen of the 17 leaders had been 4-H members. Six had been members for 5 or more years; four had been members for 3 years; and three leaders had been members for 1 or 2 years. This is above the national average for 4-H leaders. The national study showed that nearly half of the leaders had not been 4-H'ers.

Leader selection

1	volunteered
8	4-H'ers asked me
3	4-H'ers elected me
2	parents asked me
1	4-H committee asked me
2	former leader recommended me

Leaders who are asked or elected by 4-H'ers themselves tend to be leaders for longer periods of time. Members and community leaders should work together on leader recruitment.

Education completed

2 8th grade
1 10th grade
10 high school graduate
4 vocational or other post-high school training

The national study showed that 86 percent of the 4-H leaders had graduated from high school and that one out of five leaders was a college graduate.

Size of 4-H club--own children in club

Club membership in Sibley County varies from 12 to 55 members and averages around 40 club members. Sixteen of the Sibley County 4-H leaders have one or more of their own children in 4-H. Thirty-seven children of the 17 Sibley County leaders are members of 4-H. Six leaders have older children who are former members of 4-H.

What do you think leaders must know to lead a club?

Information about projects--listed by 6 leaders.
How to understand children and teenagers--4 leaders.
How to keep youth in order at meetings and conduct business--3 leaders.
How to get parent cooperation--2 leaders.
That leadership material and training sessions are available--2 leaders.
How to encourage 4-H'ers--2 leaders.
How to understand member's family life and environment.
How to let youths express themselves.
Goals of 4-H.
Achievements and awards to be gained by 4-H'ers.
How to be patient and tactful.
How 4-H work can help youth.
How to have fun as well as work in 4-H.
How to be creative.
How to make or take time for 4-H events.
How to communicate with leaders and officers.

There are at least two types of leaders: (1) those who spur interest, participation, and esprit de corps and (2) those who help a group reach its goals. Successful 4-H leaders have both characteristics, but emphasize the latter.

What do you want to gain from the leadership course?

How to be a better leader--5.
How to help older youth to organize their own committees and carry on their own meetings--11.
Help younger members understand how to get the most benefit from their years in 4-H.
How to help youth with their problems.
How to help new members.
Find out what our club can accomplish as a group.
Ideas for a good 4-H program.
How can I use skills of junior leaders.
How to work with junior leaders and keep them interested.
Broaden my understanding of 4-H.
To be able to show interest and enthusiasm in the program.
Know how to identify and encourage 4-H'ers more effectively.
What we should do as leaders.

STUDY RESULTS

Chapter I--Why 4-H?

"Do modern, competent schools render educational clubs obsolete? Should 4-H clubs become primarily social organizations and leave education to the school system? If 4-H is to be effective it must not parrot the school, but complement, supplement and reinforce the educational programs of other institutions.

"The 4-H Club is not an unnecessary luxury; it plays a vital role in today's progressive society" (Introduction to Chapter I, Self Study Course for Adult 4-H Leaders).

What do you want to know about this area?

Leader responses:

-What is the objective of 4-H work?
-Why have 4-H programs in the community?
-What purpose does 4-H play in today's changing society?
-How does 4-H supplement, complement, and reinforce the educational programs of school, scouts, and church?
-How to keep children orderly during club meetings.
-What are the purposes of 4-H?
-Leadership opportunities for junior leaders.
-To become a better leader and to keep older members interested.

After completing the lesson, leaders were asked, "What else would you like to see discussed in this area of 4-H?"

Leader replies:

-Where the schools leave off and 4-H begins.
-How to convince people that 4-H is no longer only a farm-family organization.
-More about youth working with youth.
-How to impress youth that 4-H is educational and in time will help them to be better individuals.

Have you applied anything from this course in working with your 4-H'ers?

By reading this chapter I think a person realizes all the problems we encounter when working with members.

I would like to help my 4-H'ers develop learning skills and to become better citizens.

We have had some of the older members assume some of the leadership.

Some of our junior leaders have conducted meetings, and this is a great experience.

I would like to see junior leaders serve as exchange speakers to other clubs.

Our junior leaders wrote and produced a play for the younger members. The younger members really enjoyed being a part of our parents' night.

Would you eliminate any parts of this chapter?

-I believe they were all very interesting and helpful.
-No, but put them in plain English so they can be understood.

Chapter II-- Planning the 4-H Program

The question, "Why 4-H?", was answered by detailing the numerous educational and social values of 4-H. Full utilization of these potential values requires a well-planned, balanced 4-H program. The careful design of learning opportunities should reflect the needs, interests, and characteristics of the members and their environment.

"In this chapter, some basic principles of designing educational programs, including discussion of who should do the planning and specific suggestions, will be reviewed." (Introduction to Chapter II--Self-Study Course for Adult 4-H Leaders.)

What do you want to know about this area?

-How to encourage boys and girls to give their project talks and demonstrations at club meetings.
-How to acquire speakers.
-How to interest members in participating in the program.
-How to include leaders, members, and parents in the 4-H program.
-How differences in age must be considered in planning.
-Specific information on working with high school age boys and girls (junior leaders).
-Programming especially for boys in the 7th and 8th grade.
-Do we advise or direct?
-The needs of youth must be considered in planning the program.
-How to involve parents in program planning.
-Who should plan programs?

After completing the lesson, leaders were asked, "What else would you like to see discussed in this area of 4-H?"

-More about how to add interest to the meeting by having speakers who will be educational and interesting to boys and girls.
-The chapter could go into more detail about the content of a program.
-It seems that we should know most of the things already, and, therefore, the cost of printing this may not be worthwhile.

Would you eliminate any parts of this chapter?

Make questions 14 and 24 more specific.

No, it was very informative. I think that I understand youth at different age levels better now.

Have you applied anything from this course in working with your 4-H'ers?

We will soon because we are about to plan our yearly program.

Keeping paragraphs 7-12 in mind when planning would be helpful. I also strongly favor paragraphs 19, 20, and 21.

Chapter III--The 4-H Club Meeting

"The local 4-H program consists of a composite of individual 4-H club meetings. Careful planning of the total program, therefore, implies well organized, effective club meetings. No rigid framework for the ideal 4-H club meeting is possible; each local 4-H club is unique. All 4-H club functions, however, center around a main objective--to help boys and girls.

"Useful meeting formats, as well as guidelines for the delegation of authority are presented in this chapter. Various teaching methods are also described and evaluated." (Introduction Chapter III--Self-Study Course for Adult 4-H Leaders.)

What do you want to know about this area?

-What's a general guide as to how much time should be given to business, learning, and recreation?
-What can be included in the learning part of the meeting besides demonstrations and project talks?
-How do you keep a group discussion going with 45 kids in the club?
-What can we do besides action songs?
-Should the club president call on others even if hands aren't raised?
-How long should a meeting last?
-What are the duties of the officers?
-How to encourage desirable leader training.
-How to get more recreation and songs in our meetings.

Would you eliminate any parts of this chapter?

-No. Perhaps include a discussion on how to make your own club meetings more interesting.
-This would be very good material for new leaders.
-No, I think it was one of the better chapters.

Have you applied information in this course?

-We have committees selected. They need some help in getting started, but then they do well.
-Participated with members in club activities.
-Helped members choose topics for demonstrations.
-I have used number 10 many times. (#10 states that the business portion should be short and snappy.)
-I plan to use the information next year.

Chapter IV--Learning Experiences

"The effective use of the 4-H Club meeting as a teaching tool implies meaningful learning experiences for the 4-H members. It is important that the 4-H leader understand the relationship of the learning experiences to learning outcomes." (Introduction to Chapter IV--Self-Study Course for Adult 4-H Leaders.)

This chapter is to aid in the understanding of the types of learning which are in the 4-H program with examples of learning experiences.

What do I want to know about this area?

What are 4-H leader responsibilities concerning learning experiences for 4-H'ers?

Types of learning experiences.

What else would you like to see included?

To help older members give demonstrations and talks.

How to teach young people to lead effectively.

Do learning experiences apply to committee work also?

Would you eliminate any part of this chapter?

I feel the whole lesson is a repeat of what we've had.

No, I thought it covered many important parts of learning experiences.

Starring the answers in the boxes means you don't really have to think about the answers.

Have you applied anything from this course in working with your 4-H'ers?

Yes, I think I've applied most of what was mentioned.

We try.

Have helped younger members work on project talks and demonstrations.

Yes, we've appointed several committees to make things run smoother and faster.

We do group activities well together--perhaps we should do more judging.

Chapter V--4-H Teaching Methods

"The success of a learning experience depends upon selecting the best possible teaching method and then using it properly. This chapter includes discussions of the objectives, making choices and the use of 4-H teaching methods." (Self-Study Guide for Adult 4-H Leaders.)

What do I want to know about this area?

-Will buzz sessions work with 9- and 10-year-olds?
-What teaching methods are usually used by 4-H leaders?
-Information on subjects we could be teaching.
-Who is the most important in the teaching method--the leader or member?
-How to use different methods with different age groups.
-Parent cooperation in club and teaching methods.
-I want to know about the various methods and how to choose subject matter.

What else would you like to see discussed in this area?

Very good chapter. I like the evaluation and all of the learning methods.

I need ideas on where to get discussion topics, ideas, and role playing.

More emphasis on the importance of what you learn and get out of the project.

Would you eliminate any part of this chapter?

Starring the answers.

No, I think it covers teaching methods very clearly.

Some points on demonstrations are repeats.

Have you applied anything from this course in working with your 4-H'ers?

Have used demonstrations and talks--need to emphasize quality more.

We have tried buzz sessions and role playing

One clothing project leader has held a series of clothing workshops and did a tremendous job.

Chapter VI--How Youth Grow Up

"To execute meaningful 4-H learning experiences which employ the best 4-H teaching methods, the 4-H leader needs an elementary knowledge of human development.

"Although no two people grow and develop exactly alike, general patterns of growth are evident. These basic patterns, knowledge of which is vital for youth leaders in their attempt to analyze youth behavior, are discussed in this chapter." (Self-Study Course for Adult 4-H Leaders.)

What do you want to know about this area?

-What is important to youth at various ages?
-What is normal behavior?
-What is the leader's role in getting at behavior problems within a club?
-How can leaders help members who do not mix in the group?
-How can we help 4-H'ers to be better members?
-How can we get and keep the older members?

What else would you like to see discussed in this area of 4-H?

This chapter was very good. There is no way one can apply this lesson and not understand young people better.

How can rural youth identify with urban youth and their problems?

This chapter was well explained.

How to lead children who are more educated than most parents and leaders.

Have you applied anything in this course in working with your 4-H'ers?

It has been a good chapter but hard to "apply." It would be most effective if the 4-H'ers and all leaders read and apply this.

Yes, we know we have different age levels and have to treat each one a little differently.

We had a Christmas party and I could observe how much all this material taught me about cliques, groups, pals, and friends.

I realize that youth today are more mature - only a few spoil it for others.

Chapter VII--Motivations of Youth

"'Knowing How Youth Grow,' is a necessary but insufficient condition for the understanding of behavior. To provide educational experiences, the 4-H leader must be aware of the motivational as well as the developmental patterns of youth.

"In this chapter an attempt is made to derive useful principles from among the multitude of studies and theories of human motivation. These principles are presented to help the leaders understand why young people behave as they do." (Chapter VII, Self-Study Guide for Adult 4-H Leaders.)

What I want to know about this area?

-Why are there such variations in the way people react to a given situation?
-What causes behavioral change in a particular person?
-How fast do children change? What can we expect from them?
-What is motivation?
-How do differences in age affect motivation of youth?
-How can a leader help a youth to decide not to quit?

What else would you like to see discussed?

How to keep boys and girls interested instead of quitting.

What can we do to make Federation meetings more interesting?

How we can get parents to understand why's of 4-H?

Would you eliminate any part of this chapter?

No, but this is getting pretty deep.

No, I have a better understanding of how youth in our club learn and what creates interest in their projects.

No, I feel this chapter was worthwhile and by far the most interesting. It helped give an insight into youth.

Have you applied anything from this course?

We have tried to have more interesting meetings so they will want to continue coming.

We have tried careful praise mixed with gentle constructive criticism.

I have encouraged my 4-H'ers to work together more.

We had our 4-H'ers help plan the yearly program.

I have tried to understand each child.

Chapter VIII--Parent Cooperation

"The local 4-H leader and members cannot bear the entire burden of fulfilling the 4-H objectives, outlined in the first chapter. An industrious, well informed 4-H leader, using the best teaching methods in creating interesting learning experiences, may fail without the interest and cooperation of members' parents.

"In this chapter the importance of parent's good will and help is stressed. Methods for soliciting parental help and the various ways in which parents can cooperate are included." (Chapter VIII, Self-Study Guide for Adult 4-H Leaders.)

What do I want to know about this area?

-How do we get parents to help the youngster to get the most out of 4-H? Some parents won't help at all.
-How do we get parents to come to club meetings?
-How can we help 4-H'ers so their parents won't be more against what the child would like to do in 4-H?
-How can we help parents understand 4-H?
-How to get parents to become involved.
-Could parents be put on county committees instead of leaders?

What else would you like to see discussed?

Information on county events, dates, etc. to be sent to all new members and parents. (Agent compiled a calendar of events for all members, leaders, and parents and it has had very good acceptance.)

Any good ideas so it would be easier to work with some parents.

What does a leader do when a parent volunteers for a job but never gets it done?

What do 4-H parents expect of 4-H leaders?

Would you eliminate any part of this chapter?

No, but some parts could have more details.

No, I understand better now why some of our members do much better than others.

No, there is a lot we must learn on this subject.

Yes, the three-part reading format is most confusing and hard to stay interested in.

Have you applied anything from this course in working with your 4-H'ers?

We try to get parent cooperation in every project.

We have our meetings in homes so we can get to know the parents quite well.

We have invited parents to attend meetings. We hope to inform parents of new members about project work.

We have asked parents to be project leaders. Some are cooperative while others never seem to find time.

After reading this chapter I am depressed. I guess I might have been more encouraging to my own daughter's 4-H efforts.

We feel most parents really expect not to get involved.

Chapter IX--4-H in the Community

"The necessity of parent cooperation in the 4-H program has been demonstrated. The responsibility of the local 4-H program, however, extends past the parents to include the entire community. There is a reciprocal relationship between 4-H and the community.

"In the following chapter, this two-way relationship which is based upon common goals is described." (Self-Study Guide for Adult 4-H Leaders.)

What do I want to know about this area?

-How can we get people in the community more interested?
-Ideas on how to cooperate with other youth groups.
-Who should be approached in the community?
-How does a 4-H club make itself felt in the community?
-What community projects can a club work on in a small or rural community?

What else would you like to see discussed?

What is the best way to select adult leaders?

More on ways 4-H groups can be active with other community youth groups.

How to get men interested in being leaders.

Is it the job of the leaders to recruit new members and officers?

Would you eliminate any part of this chapter?

No. I think it covered a lot of material important to us. It helped remind me of the value of our 4-H club in our community.

Have you applied anything from this course?

I have encouraged the youth to include a community service project during the year.

Our community beautification project has helped in our area.

Yes, we are trying to get tours organized.

We have tried having people with unusual hobbies and abilities as speakers for our meetings.

Chapter X--Resources to Help You

"The previously discussed relationship between 4-H and the community is evident in the use of community resources in the local 4-H program. Effective use of these resources will create a climate for leadership development in the community.

"These potential resources are enumerated in this last chapter. The 4-H leader, armed with a knowledge of the nature of learning, as well as developmental and motiviational patterns of youth, should now be able to utilize parental and community resources in planning the local 4-H program." (Self-Study Course for Adult 4-H Leaders.)

What do I want to know about this area?

-What resources are needed for a good program?
-How can we best use available resources?
-What motivates resource people to help?
-How do leaders find time to locate and use local resources?

What else would you like to see discussed?

-How might leaders set up file of available resource people?

Would you eliminate any part of this chapter?

No. It was very helpful material.

No. It is all pertinent information.

No. It is all needed.

Have you applied any information from this course?

I keep pamphlets and folders on various projects which members may borrow.

We have used special resource people as speakers at meetings.

We have recognized those persons who have helped us so they know we appreciated their help.

We have tried to get others to take some of the leadership responsibilities.

We have used movies, slides, charts, pictures, and exhibits.

We have met and planned next year's program.

We have submitted a list of resource people we know about. Hopefully, this will also help other clubs too.

Sibley County Leader Responses

1. Do you understand all the terms in this chapter?

Chapter	I	II	III	IV	V	VI	VII	VIII	IX	X
Yes	14	12	15	15	14	12	12	15	15	11
No	0	1	0	0	0	1	0	0	0	1
Some	2	2	0	0	2	3	3	0	0	3

Most of the leaders understood the terms in the chapters. More leaders felt chapter X terms were not as understandable as the terms in the other chapters.

2. Do I understand my 4-H'ers better now than before reading this lesson?

Chapter	I	II	III	IV	V	VI	VII	VIII	IX	X
Yes	9	9	12	7	13	9	9	10	10	7
No	4	2	2	0	0	2	0	1	2	3
Some	3	5	0	7	3	3	6	4	3	3

More leaders felt they knew their 4-H'ers better after reading chapter V, "4-H Teaching Methods," than any other chapter.

3. Will I change as a leader because of this lesson?

Chapter	I	II	III	IV	V	VI	VII	VIII	IX	X
Yes	7	6	7	9	8	7	7	8	6	6
No	2	1	1	0	1	3	1	2	2	0
Some	7	7	7	5	7	4	7	5	7	8

Leaders were divided on this question. Some felt that they would change; others said that they would change a little or that they hoped to change. Overall replies to the pilot study would indicate that most leaders did change their behavior as leaders whether they thought they would or not.

4. Has this lesson helped me as an individual?

Chapter	I	II	III	IV	V	VI	VII	VIII	IX	X
Yes	11	10	11	12	12	11	10	11	10	10
No	2	1	0	1	0	2	0	0	2	2
Some	3	3	3	1	3	1	5	4	3	2

At least two-thirds of the leaders indicated that each chapter helped them personally. Comments on the survey sheets indicated that many of the lessons helped the leaders with their own families as well.

5. Am I glad I enrolled in this self-study course?

Chapter	I	II	III	IV	V	VI	VII	VIII	IX	X
Yes	10	10	13	11	15	11	13	13	13	11
No	0	0	0	1	0	1	1	1	1	1
Some	5	4	2	2	1	2	1	1	1	2

This is an interesting question and the answers reflect the leaders' feelings. At the beginning of the study 1/3 of the leaders had doubts about their involvement in the study. The positive feelings then fluctuated with a high of 15 saying they were glad they were enrolled after chapter V. Only one leader was not glad he had enrolled at the end of the course.

6. Have I learned what I expected to learn?

Chapter	I	II	III	IV	V	VI	VII	VIII	IX	X
Yes	12	11	11	11	14	8	12	11	11	8
No	0	0	0	0	0	1	0	0	1	1
Some	3	3	4	2	1	5	3	4	3	5

Leader feelings on this varied quite a bit. Leader expectations perhaps were as varied, too. From comments by leaders on the survey sheets, the leaders would have liked more specific examples and ideas on how to solve more problems.

Recommendations

Several Sibley County leaders felt that there was repetition in some of the chapters. When asked what they would eliminate, however, very little was suggested. Some leaders felt that the book itself would be an excellent resource as various problems or situations arose within their club. A few leaders said that they already knew some of the material and consequently some chapters were not as helpful. This was to be expected because the leaders in the study were all in at least their second year.

Specific recommendations were:

1. Add local county situation ideas and information. Agents who plan to use the programmed booklets can localize it to their own counties. Leaders felt that a county-wide calendar of events suggested by one leader would be very helpful. Some counties already have a county calendar.

2. Add more specific solutions to various problems that leaders encounter. Agents perhaps could find out what their leaders consider problems and suggest solutions. Leaders should keep communication channels with their agents open and not expect to find solutions to all their problems in a programmed study book. Leaders must recognize that a solution in one situation may not work in a similar situation.

3. Change the programmed format. Several leaders objected to the study guide format. Agents and state 4-H staff members should recognize that some leaders will do well with programmed guides and others will not find them effective.

4. Use self-study course in present form. Some of the leaders felt that the present form was helpful and should not be changed. Agents could offer the course as is and let leaders decide if they want to complete the course. Several leaders mentioned that they preferred working on the material at their own pace rather than attending county-wide training meetings. Many of the leaders appreciated the opportunity of communicating problems, ideas, and evaluations with their agent regularly.

The overall reactions to the self-study course were good and helped leaders look at their own behavior and ideas as 4-H leaders. This aspect alone helped strengthen the 4-H leaders in Sibley County.

APPENDIX A
AGRICULTURAL EXTENSION SERVICE
UNIVERSITY OF MINNESOTA--U. S. DEPARTMENT OF AGRICULTURE

4-H Program Institute of Agriculture, St. Paul, Minn. 55101

Chapter Title _____ Leader's Name _____

What I want to know about this area:

1.

2.

3.

4.

	Yes	No	Some	Comments
1. Do I understand all the terms presented in this chapter?	___	___	___	
2. Do I understand my 4-H'ers better now than before reading this lesson?	___	___	___	
3. Will I change as a leader because of this material?	___	___	___	
4. Has this lesson helped me as an individual?	___	___	___	
5. Am I glad I enrolled in this self-study course?	___	___	___	
6. Have I learned what I expected to learn?	___	___	___	

What else would you like to see discussed in this area of 4-H?

Would you eliminate any parts of this chapter?

Have you applied anything from this course in working with your 4-H'ers?
(Please Describe)

AGRICULTURAL EXTENSION SERVICE
University of Minnesota

SIBLEY COUNTY
Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Appendix B

September 25, 1970

Dear Adult Leader:

This year we are cooperating with the State 4-H Office in carrying on a self-study course for adult 4-H leaders. The course was produced by Colorado State University. We realize that many 4-H leaders are very busy and have limited time to spend going to meetings. Therefore, we have again decided on a home study training series.

In order to get these materials to you and explain some of the background about it we would like to have you meet with us Thursday, October 8th at the Courthouse in Gaylord beginning at 8 p.m. Mrs. Phyllis Worden, Assistant Extension Specialist in 4-H from St. Paul, will be here to explain the program. At that time the booklets will be distributed to you. There are 10 parts to the leader training. You can read the materials over at home and send in a weekly reply form commenting on each chapter. I think they have pretty well covered all of the areas which a leader will have questions, as shown below:

1. Why 4-H
2. Planning the 4-H Program
3. The 4-H Club Meeting
4. Learning Experiences
5. 4-H Teaching Methods
6. How Youth Grow Up
7. Motivations of Youth
8. Parent Cooperation
9. 4-H in the Community
10. Resources to Help You

We are asking for one leader or couple who are leaders from each club to participate. We need a minimum of 12 participants in this pilot project. We hope you will cooperate in carrying on this project.

At the end of the 10-week period we will summarize the reply sheets and make an evaluation of the worth of this type of leader training. Possibly we can have a dinner meeting as a means of ending up the training program.

We intend to carry on a similar type of leader-training Home Study series for the new first year leaders as we used last year. This is somewhat similar to this program, however, we want to try this new method at least once. We don't want first year leaders to work with this material. We would rather have them use the Home Study series we used last year.

Please indicate on the reply card if you would be willing to work with us on this self-study course. If you and your husband or wife are both leaders, why not plan to work on it together. If you are not a leader this year, would you please give this letter to the selected second-year leader in your club.

The October 8th meeting will be held the same night as the regular 4-H Leaders' Council at the Courthouse. You may want to check with your council delegate to share rides. Please return the reply card by October 5th.

Sincerely,

George Schwartz
Assoc. Extension Agent

GS:bdp
Encl.

A G R I C U L T U R A L E X T E N S I O N S E R V I C E
University of Minnesota

SIBLEY COUNTY
Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

October 5, 1970

Dear Adult Leaders:

This year we plan to get our 4-H adult leader Home Study Series started in October. An orientation meeting will be held Thursday evening, October 8th at the Courthouse in Gaylord beginning at 8 P.M.

Mrs. Phyllis Worden, Assistant Extension Specialist in 4-H from St. Paul, will be here to explain the program.

At the present time we have received responses from six 4-H clubs indicating what leaders will be attending. They are: Faxon Eagles, Arlington Conquerors, Weeping Willows, Grafton Merrymakers, Jolly Juniors, and Cornish Huskers. We would like to know who will be in attendance from the other 10 clubs.

We want second year leaders in this pilot training. The 2nd year leaders will be carried over from this past year so we have these leaders identified already in most cases. The new (1st year) leader training will be held later after these leaders have been named by the clubs.

We realize that many people are very busy with fall harvest, however, we hope an adult leader from each club can be present to receive the booklets and instructions. All the rest of the materials can be done at home with no need to attend special training meetings. We think you will appreciate this method of training. It seemed to go over quite well last year.

This meeting will be held the same night as the regular 4-H Leaders' Council meets at the Courthouse. You may want to check with your council delegate to share rides.

Sincerely,

George Schwartz

George Schwartz
Assoc. Extension Agent

GS:bdp

Participants in Leader Training Course	Lesson Responses Received									
	Oct. 8 1	Oct.19 2	Oct.26 3	Nov. 2 4	Nov. 9 5	Nov.16 6	Nov.23 7	Nov.30 8	Dec.7 9	Dec.14 10
A.C. Mr. & Mrs. Earl Dammann, Arl.	✓	✓								
B.Sq. Mr. & Mrs. Sam White, Wint.	✓	✓								
C.H. Mr. & Mrs. Orville Larson, Wint.	✓	✓								
F.E. Mrs. Don Strobel, Hend.	✓									
G.B. Mrs. Keith Muck, Gay.	✓									
G.G. Mr. & Mrs. Claus Sieh, Gib.	✓	✓								
G.C. Mrs. Ira Kahle, L.S.	✓	✓	✓							
G.M. Mrs. Orlando Hillmann, B.L.	✓		✓							
H.L. Mr. & Mrs. Fredrick Kroehler, Hend.										
J.J. Mr. & Mrs. Kenneth Voss, Wint.	✓	✓	✓							
L.C. Mrs. Jerome Nordlund, Gib.	✓	✓								
MHH Mrs. Harvey Wendt, Fairfax	✓	✓	✓							
RRR Mrs. Leland Haefs, Hend.	✓	✓	✓							
RRR Mrs. William Wietzke, L.S.	✓	✓								
SBB Mr. Mike Kauffmann, Arl.										
W.L. Mr. & Mrs. Martin Gruenhagen, Ham.										
W.W. Mrs. Waldo Sprengeler, G.I.	✓	✓								

A G R I C U L T U R A L E X T E N S I O N S E R V I C E

University of Minnesota — SIBLEY COUNTY

October 19, 1970

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Enclosed is the reply sheet for chapter 2. Please read the chapter and respond to it on the reply sheet. I want you to write your ideas and suggestions concerning the materials covered in each chapter. Your response will be helpful in evaluating the content in each chapter.

The enclosed sheet shows which leaders from each club are participating and those who have returned the reply forms. I realize many of you are busy with harvest at this time and intend to catch up as soon as possible. Good luck in your leadership responsibilities this coming club year.

October 26, 1970

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Enclosed is the reply sheet for chapter 3, The 4-H Club Meeting. Please read the chapter and respond on the reply sheet.

Many of you have written suggestions and comments concerning the material covered so far. I appreciate your thinking on each chapter and urge you to continue to evaluate the contents of each chapter. I received responses from 11 of the 17 leaders on chapter 1. I hope that those of you who have not yet begun are not having any problems in understanding the materials which have been sent to you.

If you have any questions please feel free to contact me. Also, if you have any other comments concerning the 4-H program, please comment on them in your responses. Suggestions to improve the county 4-H program are always welcome.

November 2, 1970

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

The replies to each chapter have been coming in very well with many making very good suggestions. I have gone back and reread some portions of the chapters you reacted to and feel you have been quite perceptive in your observations.

Enclosed is the reply sheet for chapter 4 - "Learning Experiences" written by Elaine Skuouis of Nebraska. Lets get a womans point of view on this subject.

Sincerely,

George Schwartz

George Schwartz
Associate Extension Agent

GS:bdp

A G R I C U L T U R A L E X T E N S I O N S E R V I C E

University of Minnesota — SIBLEY COUNTY

November 9, 1970

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Enclosed is the reply sheet for chapter 5--the half way mark!

Let's evaluate your own teaching methods in your club. This chapter includes discussion of the objectives of "4-H Teaching Methods," the choice of teaching methods, and three categories of teaching methods usually used by 4-H leaders. As you read the chapter ask yourself "which methods do I use," is it hit or miss or is there some definite method used with a desired goal in mind.

Don't get too far behind on your reading. It takes a while to get caught up otherwise.

November 16, 1970

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Thank you for the reply sheets returned this past week. Now let's look ahead to #6 "How Youth **Grow Up**." We certainly know they grow physically, but how do they develop in other ways.

This chapter shows some of the general patterns of growth which are evident. It's important to be aware of these patterns in order to analyze youth behavior.

Good luck on your lesson.

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Enclosed is the reply sheet for chapter 7, "Motivations of Youth." I am sure many of you have ideas about what does and what does not motivate the youth in your club or family.

I hope that you will read the chapter objectively, and then comment on the things you learned in the reply sheet. I am sure you will enjoy reading about some of the studies and theories dealing with motivation.

Sincerely,

George Schwartz

George Schwartz
Associate Extension Agent

GS:bdp

A G R I C U L T U R A L E X T E N S I O N S E R V I C E
University of Minnesota — SIBLEY COUNTY

November 30, 1970

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Lesson 8, "Parent Cooperation" is one which I'm sure all of you have tussled with. We know that youth have lots of energy and are willing to cooperate in any number of activities. However, it is parental guidance and support that is needed in order that they have the green light to carry out their objectives. The chapter mentions the need for fully informing parents about 4-H and what's expected of them and then goes on to enumerate several other ways of obtaining parental interest and support.

I'd like to hear your comments and thoughts about this very important aspect of carrying on a successful 4-H program. Are we missing the boat somewhere along the line? Is there some way we could strengthen and increase parental cooperation? Let's hear your comments.

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Enclosed is the chapter 9 reply sheet. This week "4-H in the Community" is covered. In the material the writer emphasizes the need for community service by 4-H clubs. I believe all of our county clubs are quite aware of the value of community service and have fun including numerous activities of this type in their yearly program.

In this chapter the value of club adult leaders is noted. I think this could also include project leaders. Methods of obtaining leaders are discussed. Clubs have various methods in Sibley County. How do you obtain new leaders?

Sibley County Courthouse
Gaylord, Minnesota 55334
Phone 237-2344

Dear Leaders:

Enclosed is the last lesson response sheet, "Resources to Help You."

We will be looking forward to receiving your comments.

We hope you will be able to finish up all the responses soon so we can summarize them.

ERIC Clearinghouse
APR 5 1972
on Adult Education

Sincerely,

George Schwartz
George Schwartz
Associate Extension Agent

GS:bdp